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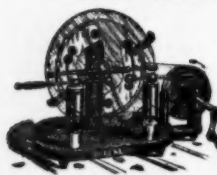
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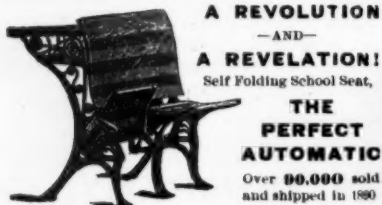
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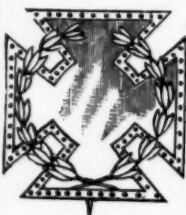
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A TEACHER without ideals cannot go far. There is a reality in ideality. Some critics who were lately looking at the work of an artist, a painstaking woman, remarked: "She looks in ideality." Let us look into this a little. A teacher went to the blackboard and made a capital A for the writing class; she rubbed it out and produced it again; again she rubbed it out and again drew it. This time she let it remain. Now she had an ideal of the capital A in her mind; the first drawing did not correspond to it sufficiently, nor did the second. So in the acts of a child; she does not meet your ideal and you correct her; perhaps it is her walk, her way of standing, her mode of replying to you.

Now all this is plain when applied to visible things, but there must be ideality in forming our conceptions of greater things. What is your conception of friendship? Of love? Of God? The man who forms ideas of great things becomes greater; he who deals wholly with the visible is "of the earth, earthy." Of all persons who need to deal with ideals the teacher must be among the first; perhaps the orator, the real orator, stands at the head. But those who exert molding influences in this world are men or women who have already constructed patterns. Praxiteles who took a mass of clay and made a Hermes out of it, must have had a pattern in his mind. That is why his mutilated work is so precious after 2,000 years.

THE American Society for the Extension of University Teaching, Philadelphia, was organized in the spring of 1890 at the suggestion of the provost of the university of Pennsylvania. Philadelphia was seen to be an excellent place in which to try the experiment, for there is a compact city in close connection with flourishing suburbs. Already twenty-one "centers" have been established, and the total attendance at the lectures has been over fifty thousand. The courses vary in length from six to twelve lectures. The method adopted is to have the lectures last about an hour, after which the students form themselves into a class to pursue the subject further. Weekly paper work is required, and at the end of each course an examination is held, upon the basis of which certificates are given. The plan is excellent and with energy behind it, is certain to do a great deal of good. The point of commendation in this plan is in its requirement for study and an examination. The rock upon which the extension movement in this country is likely to split is in its go-as-you-please character. For teachers and others to hear a lecture in one ear and let it slip out at the other is a waste of time. Something must clinch the words and transmute them into thought. The difficulty with the Reading Circle movement was that it didn't require study enough to pay for the effort required to keep it up. England is wise here, and so she succeeds. Everybody there knows that an examination conducted by the university of London means something more than playing a game of cards. It has a substance in it that gives it respectability. Let all university extension movements learn a lesson from England, for no school of high standing can afford to injure its reputation by granting straw certificates or bogus degrees.

STATISTICS from the late census regarding education will be interesting to thinking people. Massachusetts, during the past decade, increased in population 25%, but her public school enrolment was only 17%. In Connecticut the increase of population was 20% and the increase of school attendance was but 7%. In Maine the gain in population is 2%, the diminution in school enrolment is 7%, and in Vermont the diminution is 10%. In Virginia the gain in school attendance was 55%, while the population gained only 9%. In South Carolina the gain in population was 18%, in school enrolment 51%; in North Carolina the increase of population was 15%, in scholars 27%; in Louisiana the school enrolment increased 53%, and the population 19%; in Maryland the increase of scholars was 23%, of population 11%. This shows that the vast majority of our foreign population care little for the advantages of the schools.

FROM the letters that come in almost every mail, it is plain to read that the efforts that are in motion to lift the teachers, are producing considerable consternation. One teacher who had received a license ten years ago was asked to join others who were desirous of possessing second grade certificates. She found that she was quite unable to answer very ordinary questions in grammar, arithmetic, etc., and was at once disheartened. She is a type of a large class. Another who had taught for twenty years sat down with others, mostly young men and women, at an examination for a third grade certificate and could only reach the very moderate standing of 54. She was so discouraged that she quit teaching at once. Now it has been the attempt of this paper to tell teachers that there was sure to be a change from the indifference with which the public regarded applicants for a place in the school-room. A good many

believed the prediction and have obtained state certificates, and thus are not liable to be examined in that state again. We urge teachers everywhere to press their state superintendents to counter-sign the state licenses or diplomas so as to give professional character to them.

IT was once thought that the alms-house was a good enough place for an insane person. In 1890 the legislature of this state passed laws for the removal of all insane to insane institutions, under the care of the state. On the first of May a jubilee meeting is to be held in this city in Chickering Hall to commemorate the passage of these laws and the removal of over 2,000 insane persons under their operation. Let him who says that we are growing worse and going to the dogs generally, attend this meeting and take courage.

IN England the Conservatives have committed themselves to free education, but there is a great diversity of opinion as to how it is to be obtained, or how, when it is got, it will affect the party pushing through the measure. But there is a point the people demand that parliament does not, at present, seem willing to give, viz., giving the rate-payers the power of electing their own representatives on the managing boards of all the schools, including voluntary and denominational. The higher classes seem willing to give free education in the lower classes and "assisted" education in the higher, with increased government grants to denominational schools.

The history of free public instruction in England is the same as in this country—first charity schools, then schools partly free and partly supported by the state, and finally, out and out free schools, paid for entirely by public money. At present the English public cares for nothing so much as education, but upon the details of its arrangement political parties are by no means agreed.

WHETHER comparisons are good or bad depends upon how they are arranged. Frequently they are misleading, and then again they are truth directing. An instance relating to this is at hand from the superintendent of the census and relates to the number of pupils enrolled in each state, compared with the total expenditures per capita. The following report will serve as an example of what is meant:

States.	Number of pupils enrolled.	Total expenditures per capita.
Arkansas	223,071	\$ 4.57
California	221,756	23.08
Connecticut	120,505	16.79
Idaho	14,311	11.76
Kansas	399,322	12.45
Louisiana	124,370	5.67
New Hampshire	59,813	13.62
North Carolina	325,861	2.20
Vermont	65,608	10.52
Washington	55,432	17.03

It would be wrong to conclude that in point of educational excellence Arkansas is to California as 4.57 is to 23.08, or that North Carolina is to New Hampshire as 2.20 is to 13.62, but there is more than a grain of truth to be extracted from this showing. It is not generally true that the exact grade of excellence of a school system depends upon the amount of money expended in supporting it, but it is safe to conclude that what people value they are willing to pay for as liberally as their means will permit. There is no apparent reason why North Carolina and Arkansas should not pay as much per capita, for school purposes, as New Hampshire or California.

THE TEACHER'S RELATION TO TEMPERANCE.

The teacher who does not take a stand in respect to the temperance question is making a great and grave mistake. Once a man could come into a community Ichabod-Crane-like, with a clean shirt or two tied up in a red bandana handkerchief, to teach (1) the school for three or four months, and steal away as unnoticed as when he came. His opinions were not asked or valued concerning any grave questions of the day. It was only expected of him that he would see that the boys "footed" up their columns right, could say the multiplication table, spell all the words of the spelling book, give the capitals of the states, the name of the president and the vice president, go through with the tables, beginning 4 farthings make a penny and ending with 12 months make a year, and be able to read and toe a line at the same time.

But the teacher of to-day is quite another man—in most places. In many cases he is a graduate of a normal school, where an extensive course of study has been pursued, or he may hold a certificate obtained by pursuing such a course while teaching. The school term has been lengthened and he has embraced teaching as his business for the entire year, at least; he is under the supervision of a county official; he attends a teachers' institute; he is a reader of educational literature, owning at least one book pertaining to education. And beside this, he is looked up to by the school patrons as one who has culture and refinement; it is beginning to be felt by them that he is to be held in esteem like the minister—not so much in esteem, it is true, but he is classed with the preacher.

Now it devolves upon the preacher that he be able to see what is right and best for people to do or not to do. Here is this great question of abating intemperance, the deadly foe of religion, morality, and education. The clergy have taken their stand without reference to denomination. Where does the teacher stand? Every teacher should make up his mind that he must take a stand against intemperance. The higher a man goes up the more his opinion is sought. The teacher has gone up during the past fifteen years quite perceptibly, and his opinion is worth something. He may wish not to take sides, but he must. He may not be ready to say that he is for prohibition, as the Maine, Kansas, and Iowa teachers do, but he must be against intemperance. In a city like New York, or Philadelphia, he will favor reducing the number of saloons by the best means possible.

Every boy and every girl who comes into the school-room day by day knows and feels that the teacher who firmly opposes intemperance is a power for good in the formation of character. The teacher may not put temperance documents in the hands of the children, or even get them to sign the pledge; he may be obliged to exercise the wisdom of the serpent in many cases, for there are keepers of gin mills on school boards, but he has a right to an opinion on this question and it will not be difficult to let his pupils know where he stands.

Short statements can be made from time to time that will make deep impressions. What does this country spend for schools? *Answer.*—Eighty millions of dollars annually. What does it spend for drinks? *Answer.*—Eight hundred millions of dollars!

MORE attention than ever before is given to fresh air and sunlight in the school-room, for it is being discovered that as educational forces they are far more potent, than all the books in Christendom. Basement school-rooms are few, and dark winding stairways seldom met with, yet they are found even in our great cities. In both Brooklyn and New York there are primary rooms into which the sun never shines, and where the gas has to be lighted, on dark days, at noon. The air in these rooms is always foul, and the pupils and teachers are always complaining of lassitude and headache. At present, it is said, this state of things cannot be helped, but some way should be found, or our cities will be guilty of the "slaughter of the innocents."

THE NEED OF SYMPATHY.

The teaching profession may sometimes get a valuable and suggestive insight from the views of others. This extract from a sermon by the Rev. Dr. Charles H. Parkhurst, of this city, we heard with great satisfaction; its appearance in the *Independent* and a reperusal leads us to feel that it will be of value to every thinking teacher:

"We are surprised often that very learned people make very poor teachers. Here is the reason of it. Teaching is not the art of telling what you know; that is an exceedingly small part of it. It is all of that, but along with that the far more difficult art of experiencing—not knowing, but experiencing—the limitations of the mind that you are trying to teach. It is being teacher and pupil both at once. No salvation anywhere without this quality. You must be yourself and be he. If you say that that is poetry, I reply that it is as solid prose as ever was built. You must be yourself and be he. You must feel yourself pinioned by his mental limitations. If, when his mind falters and his mental machinery creaks at the strain you put upon it; if then you, his teacher, feel like saying to him, 'You little fool,' you ought to be scourged out of the school-room with a raw-hide. Pedagogics is, first of all, the science of translating yourself as a teacher into your pupil's exact environment and putting yourself at his exact stage of development, so that you will be able to think with his mind and so be able to experience in yourself the embarrassments under which his struggling little brain labors and be able to view your own tutorial approaches to him through his eyes.

"This is the art of teaching. It is experience of the truth, coupled with experience of the pupil that is trying to get at the truth. I have in mind now a little fellow who, at the age of eight, was regarded by the rest of us boys as being only about a quarter-witted. It was the result of some infantile disease. His father, whose name is known almost everywhere in our country as one of the foremost among educators, took personal charge of his dear boy's education. We despised the boy and pitied his father. If the little fellow had been sent to a common school he would probably have been in the mad-house before now. As it was, he ended by going to Oxford and carrying off a prize. That great strapping father, six feet high, got clear over on to the inside of the poor, pinched possibility of a boy, and incarnation saved the little chap. That was his genius as a teacher, that he could, in the same instance, be a great, wise, gifted man and a puny, feeble-minded child. He was so great that he could get into a small place without feeling cramped by it. You must remember, though, that he was the boy's father. Love had something to do with it; a good deal to do with it. No one can feel another's condition as his own condition unless love is enlisted.

"You can imagine another's condition, you can cipher out another's condition by a process that has no heart in it, but you cannot feel another's condition except as you love that other. So that our little incarnations, just as God's great Incarnation, begin with a 'so loved the world.'"

THE time is coming when unfit, ill-ventilated school-houses will not be found, but not for a hundred years yet. There is a school-house in this city that would be a curiosity if it could stand until a hundred years hence. Its ventilation is inadequate, and great discomfort arises from the odors of a stable about five feet in its rear. The first floor of this house is occupied by the primary department, where on moist days, the stench is almost unbearable. Pupils are seized with sickness and one teacher has been ill with typhoid fever, which her physician declared came from this cause. The trustees of this school should do something to remove the cause of such an unwholesome state of affairs. But this school-house is not, by any means, the only one like it in this country; there are thousands like it, only worse. It is true there are other ten thousands that are fit for children to live in, and their number is rapidly increasing, but as long as one unsanitary school-room remains, teachers should not stop using their efforts to make the places, where so many teachers and pupils spend most of their waking hours, as pure and as clean as it is possible to make them.

If the reasoning powers of children are slow in developing, as they are, it affords no foundation for taking things for granted, and teaching meaningless rules. It is a good rule, not to go before the development of a child, but take him where he is, and work with him on the level of his development. Observation lessons, expression of thoughts, making things, busy activity in profitable ways, can be used to any extent, with great profit, but teachers should never go before the mind's powers of seeing and reasoning naturally and easily.

THE question comes to us from over the ocean, "Should married women teach?" Well, should married women preach? Should they work, sew, laugh, walk, or do anything anybody else does? It takes a long time to get the idea out of the minds of the people that a married woman has no right to step outside the threshold of her own home. Let the question be settled at home. If a woman can teach, and both husband and wife are agreed that she may teach, why shouldn't she teach? In many respects a married woman is better fitted to teach than an unmarried woman. The general law made by some cities, that no married woman can be employed in school, is unjust. There are many such married persons, whom to remove from the schools, would be a misfortune.

In the Manchester *Guardian* recently there appeared, side by side, an advertisement for "a thoroughly good Scotch or North country cook," and another for "a lady by birth, as nurse," the lady by birth to have entire charge of a baby of eighteen months, and partial charge of "a delicate little girl of seven, requiring thoughtful care, as well as of two boys of six and eight attending day school, and to be strong, healthy, experienced, patient with children, a good needlewoman, and a member of the church of England." The thoroughly good cook was offered £45 a year, "all found"; the lady by birth was offered "about £20." The moral of all this is that ladies by birth who have to get their own living should also be able to cook.

It is not well to count too much upon the good will of pupils, when a case is brought before them involving the character of an associate who is either feared or loved. An instance of this occurred in England in a school having a "bully" in it. One day he broke the school windows and was caught in the act. The master determined to take advantage of the opportunity to improve the occasion. So he formed the scholars into a jury, and said he would be judge. The broken windows were shown, and the stone that did the mischief was shown, and all the circumstances of the case were related by him; then the jury was asked to give its verdict. They did so, and that, too, without the slightest hesitation, as they shouted out with one voice, "Not guilty!" Thereupon the schoolmaster, being shocked at the verdict, thrashed the offender and the jury. It would have been better for him to have taken in the situation before the jury had been appointed, and thus avoided an unpleasant combination. A little more knowledge of human nature would have been a good thing for him.

THE Cincinnati papers tell us that there was a grand flag rush at the university. The sophomores got a flag belonging to the freshmen and a freshman had his right leg broken and three ribs of his side crushed in, and it is feared that he cannot recover. When students employ their energies in this way it is because there is something wrong in the teachers, the course of study, and the students themselves. It was once supposed that human depravity was the cause of this tomfoolery. Once faculties winked at it, and thought it wasn't a bad thing at all: now the public say, "Why don't you earn the money you're paid?"

A STATE industrial school is to be opened for women in South Carolina. The towns and cities are to compete for its establishment; the one that will give the most in cash, or buildings, or land, is to have it. Isn't this a sign of progress? Not a college to learn as much Latin and Greek as men, but a college to learn the industries that women need to practice.

It looks now as though there would be a convention of college presidents in Amherst at the time President Gates is to be inaugurated. The commencement exercises have been put a week earlier in order to accommodate the numbers of college officers who wish to be present. This will afford a good time and place to settle the question of college reform.

THE ENGLISH LANGUAGE IN EDUCATION.—I.

By JOHN KENNEDY, Author of "What Words Say," and a "Stem Dictionary of the English Language."

Language is the external representative of thought. It is not only the means of expressing thought, but it is also the necessary means or condition of extended thinking. It is therefore an immediate and ever-present factor in education; it is the available form of another's thought; it is the means of developing and perfecting our own. "Thoughts disentangle passing over the lips;" but this disentanglement implies a corresponding disentanglement of language: it implies a sensitive and delicate perception of the scope and application of terms. This sensitiveness and delicacy of perception is conditioned in the power to resolve secondary expressions into the primary forms from which they have sprung.

Mastery of a subject implies the possession of every elementary notion involved in it; a corresponding mastery of language must therefore also imply an acquaintance with all its devices for expressing elementary notions. Primary words are only one class of these devices. In the English language there are four classes of devices for expressing elementary notions, viz., (a) primary words, (b) prefixes, (c) suffixes, (d) stems. There can be no reliable extension of vocabulary without a recognition of the form and value of these several elements, and without them all study of subjects is subjected to a dead strain, resulting either in failure and discouragement, or in superficial knowledge.

The definition of a word built up in any manner out of a familiar primary word is superfluous, because the word explains itself. And if it did not explain itself the definition would be useless as a means of enlarging vocabulary.

Definition, however, has a very important function in the logical treatment of a subject, or in carrying on a line of reasoning. But it is not a reliable or effective means of enlarging one's vocabulary; and without vocabulary all study is impeded.

The mind proceeds by units of effort; it suffers violence when required to treat multiplicity as unity. It is checked and confounded instead of being stimulated and directed. So likewise a word built up from a familiar stem needs no definition; it explains itself; and if the stem be not familiar then any attempt to use the term must be attended with all the evils mentioned above. Word-structure should therefore be made the basis of elementary education, instead of being reserved as an exercise for educated people only.

A stem is an object having a very observable form and value; and this form and value may be fixed by a minimum of observation. Why, therefore, ignore the stems during the elementary stage of education? They have been ignored in many cases because of the prevalent fallacy that knowledge of the value of a stem implies a knowledge of what it is from; that ability to analyze English words implies a knowledge of Greek, Latin, French, Italian, Spanish, Portuguese, and every other language that has contributed to the formation of the English vocabulary.

This is a remarkable fallacy, as the English language does not resolve into Greek, Latin, Scandinavian, or anything else than English. The stem and its value are at the basis of the English language. English analysis goes down to them, and there stops and rests its case. If the English language does not resolve into English then the English language is a myth. If we eliminate from it every element found in another language we have nothing left. If *ped* is Latin, and *pod* Greek, and *land* German, where then is the English vocabulary?

The history of the English language is in itself an inspiring and edifying theme; but this history is not necessarily involved in the intelligent use of its elements. Fortunately for liberal culture this history exists; an open page connects the writings of Shakespeare with those of Sophocles and Homer. Not only do we see that Greek is one of the progenitors of the English Pandora, but we are also relieved from any need of inference as to how the Greek came to deliver its stems in England. The sequence of events from Sophocles to Shakespeare is the theme of familiar history. But had this history been lost amid the catastrophes of the middle ages the English language would still remain with all its elements and all its scope. Who then would ignore the value of the expressive word-forming stems, on the ground that he did not know their antecedents?

In the ancient languages themselves the stems have still their antecedents; and philology presents to the mind a line of fascinating inferences. Yet who finds it necessary to chase a stem out of Greek in order to read

Greek? Those stems were once the stems of another language, the common ancestor of Latin and Greek; and at a still earlier period many of them were the roots of the Aryan tongue. But while this is unquestionably true as to what they *had been*, yet in the Greek period they were not Aryan, and they were not Græco-Latin, they were emphatically *Greek*, and were used as such. The mastery of a language is never conditioned in what it has been; it is conditioned solely in a careful recognition of what it is. Though in a few instances the history of an obsolete custom may be necessary to account for a secondary use of a stem, yet observation alone is all that is needed to determine its primary use.

LANGUAGE VS. GRAMMAR.—I.

By PRIN. W. E. BISSELL, Newark, N. J.

To say that we have not made great and rapid progress in the direction of real language teaching within the last decade, would be to make a statement very easily disproved. Many needed reforms have surely occurred; and desirable results never before attained have been reached—parsing, analysis, false syntax, diagramming, definitions; the participle and its kindred grammatical luxuries as a steady diet,—all these have departed. They are "gone but not forgotten." Suffice it to say that their departure is not mourned by progressive teachers who were long ago convinced that they should be superseded by work which recognizes that *language is the great medium of thought expression*. Educators are now a unit in their opinion that the language training is misnamed and must be of no earthly utility to a child if it fails to develop his power of expression. Unless he is enabled to acquire and augment a vocabulary which he can use intelligently and readily, both in speech and written composition, he has received little benefit.

Too many teachers fail to comprehend the radical nature of the change which has come to pass in the matter of language teaching. This is from choice, or neglect, or both. In some cases, "ignorance is bliss" and therefore "it is folly to be wise." Rather than make the exertion necessary to fit them to join the procession headed by the banner of progress, they loudly proclaim the virtues of the good old-fashion "methods." The new methods are judged and condemned by those who have failed in using them, principally because of their gross misconception of the character of the work to be done.

What should be the distinctive feature of language teaching which has any reasonable claim to the name? Let us attempt a concise answer:

- (1.) As has been already said, the *one great aim* should be to *develop the power of thought expression*.
- (2.) Technical grammar should give way to *practical grammar*; i. e., to the study and use of correct language and choice English.
- (3.) All the technical grammar needed should be learned through a study of the language. The absurdity of attempting to teach a language through its grammar should be conceded.
- (4.) Composition should be considered the most vital part of correct language training; and the learner should be led to think clearly before attempting to express himself in writing.
- (5.) False syntax should be put upon the "retired list." The time formerly devoted to the correction of blunders should be given to the study and use of correct forms.
- (6.) Instead of wasting valuable time in learnedly discussing why certain forms are right and others wrong, we should be training pupils habitually to use the right.

The points mentioned are so closely related that it is impossible to speak of one without referring to the others. Hence we shall not attempt to discuss them separately or in the order given. One thing is certain. Too much time has been and is spent in many schools in the effort to acquire skill in technical parsing and formal analysis, while language itself is lamentably neglected: Pupils who can most glibly rattle off definitions and rules, conjugations and declensions, are still the recipients of approving smiles and high percents. Is it reasonable to expect such work to become a controlling and guiding power in the correction of inaccurate methods of expression? Will it—can it—lead the learner to acquire correct and skilful habits of speech?

The folly of presenting theories and principles to a child in order to settle a minute distinction understood only by those who have studied the *logic* of language,—this folly was persisted in entirely too long. Mr. Rowe, of

Ontario, Canada, uttered very timely and forceful words when he said:—"It is as reasonable to expect a young boy to grow strong and graceful by memorizing the laws of hygiene and the directions in a manual of calisthenics as to expect him to acquire language power by the study of the laws of language. By the time the laws are learned habits will have been formed that future effort will seldom change." This position is invulnerable, and the statement is incontrovertible.

It may seem to some that all this argument against grammar is an attack upon "a straw man" which exists only in the writer's imagination. Such is not the case. Many good teachers still cling fondly to the false notion that grammar is the grand highway over which *children* should travel in order to learn "how to speak and write the English language correctly."

The definition of a statement is insignificant compared with the ability to *make* one. What profiteth grammar, if, after declining all the personal pronouns without an error, we hear such horrible butchery of English as: "Here's your'n, where's his'n? Him and me's goin'," etc. The ninety per cent who leave school at the close of their grammar school course have no time to spend in learning the difference between the "past perfect tense, indicative mode, third person, singular number, and the past perfect tense, potential mode, third person, plural number." In simple justice, if for no other reason, let us teach them what to say instead of—"He had went down town" and—"They might have came yesterday."

Better results will be reached when the wide difference between grammar and language is recognized and when each is assigned its place. If in his desperate effort to commit and remember the nice phrase of grammar, the child fails to obtain power to use the language, his acquisition is mere rubbish.

Why is it that so many pupils in our higher grammar grades are thoroughly disheartened at the prospect of a composition to write? Why do high school pupils esteem composition work as downright drudgery? Simply because they are asked to do work for which there has been no adequate preparation.

Composition work which comes and goes by fits and starts, begins anywhere and everywhere and ends nowhere, is useless. The *taste* for composing is natural; but *power* comes only as the grand result of *incessant, well-guided practice*. Language teaching which is not radically weak should develop this *taste* into a *POWER*, and eventually into an *ART*.

The good work should begin in the lowest primary grade, before the spelling book has been mentioned, before the pupils can write a word or a letter! Teachers who desire the best opportunities to teach correct language and pronunciation should encourage their pupils to *talk* to them. Why? Language is the medium through which *thought* is expressed and *ideas* conveyed; therefore, *language training* implies *thought training*. *Thought* originates in *observation*; therefore, a thorough training of the *perceptive faculties* should be the basis of language culture.

[TO BE CONTINUED.]

THE CENTURY'S NOTES OF PROGRESS.—II.

By HENRY A. FORD, A.M.

We continue citations in orthoepy, and occasionally in orthography, etc., from the new Century Dictionary, chiefly as they vary from the consensus of American authorities, represented by "The Orthoepist" and the "Pronouncing Hand-book."

Cab'aret or cabaray'. The English pronunciation not before allowed.

Calcine. *I* short or long, accent on first or second syllable. A reversal of the former order of preference.

Calif or caliph (spelling). Also callis (or callis) the'ics, and calli (cali, kalli) graphy.

Calyx (kay, not kal, as before allowed).

Camel'opard (or cam).

Canaille (nale'; so this word is finally Anglicized).

Canine' or ca'nine (latter before ruled out).

Capuchin (kap'yuchin or oosheen').

Carolin'ian (short in third syllable).

Car'tel, not cartel'. A reversal.

Casement (cace or cayz). The former rejected, now the preferred pronunciation.

Catalogue or catalog. The new dictionary makes small account of proposed reforms in spelling, but admits "catalog" as an optional form, though not "dialog." "Program" and "rime" are adopted, the latter as alternative to "rhyme." "Literarian," the new word for *literatus*, proposed by the *Literary World*

a few years ago, is received into full fellowship.

Caucasian or Caucash'ian.

Cement or cem'ent. This settles many controversies.

Chagrin' (or shagreen'). The last not before allowed.

Chamois (sham'wa or sham'i). This last also new.

Chinese (neece or neez). So Japanese, and generally racial or tribal names of similar termination. Only the last previously permitted.

Chivalric only; heretofore chival'ric also.

Christ-ian-i-ty (not i-an).

Chronologic. Pronunciation unchanged, but the word marked as "rare," and chronological preferred.

Cisalpine (second i short). The Orthoepist thinks "pine" is better.

Claymore is the fit term for only the two-handed Scottish sword.

Clergyman is used in England commonly for divines of the established church.

Clever, in the sense of good-natured or obliging, is merely "colloquial."

Cobalt (bawlt).

Cochatrise (tris or tryse).

Coffee (cof or cawf). So coffin. The o in many words of this class, heretofore pronounced with the broad sound only, now takes the short sound.

Cocoa or coco (spelling; pronunciation as before).

Collation (not colla'tion or coela'tion).

Comatose.

Combat'able.

Com'ment, noun; com'ment or comment', verb. Heretofore only com'ment for both.

Com'monwealth only, not commonwealth'.

Comrade (com or cum, rad or rade; thus four pronunciations).

Conclude (cloud). So conclusive, etc.

Conduit (cun or con). Another reversal in order of preference.

Congregate (cong' only).

Connoisseur' (sure or sur). The French spelling (air) preferred by the Orthoepist, is not encouraged by the Century.

Con'servator only.

Con'sols or consols'. Only the former in the handbooks. So contour' or con'tour.

Controvert'. The condemned pronunciation is now the only one.

Convenient (yent, not i-ent). Similarly cordial.

Cooper (long oo). Short oo before also allowed. The name of the poet Cowper should be similarly pronounced.

Co'ronal (no more coro'nal).

Corridor (dawr or dur).

Corro'sive (or cor').

Corse (aw).

Courtesan (cort'ezan or coart'esan). Court'esy, noun; curtsi, verb.

Cre'matory (not crem', as before).

Crupper (crup).

Czar, tsar, and tzar. The last two forms to which there has been much tendency of late years, not preferred in English.

Dahlia (not dayl).

Daunt (dahnt or dawnt).

Deaf (def or deaf). Webster alone has allowed the latter pronunciation of late years.

Debris' (duh, not day-bree).

Debut (day-bo'o').

Defalca'tion (long e). Also in demoni'cal.

Depot (depo' or dee'po), not day'po.

Des'iccate.

Desist (cist or zist). The latter before proscribed.

Dessert (dez or des).

Detail' or de'tail, noun. Verb as before.

De'testation. But dev'astate.

Digitatus (capital D always). Only small d given in the Orthoepist. The Century, first of American dictionaries in this, indicates initial capitals or small letters.

Dilution (first i short or long).

Diocesan (diocee'san or dios'). Diocese (ceese).

Dior'ma (rah or ray).

Diphtheria (dif or dip). So diphthong, but not aphthong, which has af only. The others are reversals.

Disable (not diz, as formerly). Thus a large number of words beginning with dis, discern, disease, dishonor, dissolve, are left as before. Dis'count or dis'count', verb. Dishabille (beel), disputa'ble or dis'putable. So indisputable.

Docile (do' or dos').

Dog (short o) or dawg. This is a good example of the common sense with which the new dictionary has been prepared. Heretofore the books have allowed only the

snappy "dog," while the popular speech has run almost exclusively to the other.

Domine (dom or doe). The Latin form *domine*, the only one given by the Orthoepist, is not recognized as English by the Century.

Donkey (dungki or dongki).

Dost (dust or doast). So doth.

Drama (drahma only). So dramatist, melodrama and other derivatives.

THE SCHOOL ROOM.

MAY 2.—LANGUAGE AND THINGS.

MAY 9.—EARTH AND NUMBERS.

MAY 16.—SELF AND PEOPLE.

MAY 23.—DOING AND ETHICS.

LANGUAGE BY NATURAL HISTORY.

By C. L. MARTZOLFF, Dickson, O.

The importance of language-teaching comes from the fact that the majority of pupils in the common schools will never have opportunities to study language in its higher forms. The object of such teaching is to instruct the child in the simplest manner possible how to express himself correctly in conversation and correspondence. To teach any branch successfully we must awaken interest in the class, and to do this seems to be more difficult in language-work than in other branches. The teacher must be constantly on the lookout for new material, subjects that will cause the child to think and to discover facts for himself. Language lessons in connection with natural history are among the best means of producing interest and activity in the class. The field is so vast, yet so full of simple facts, that the pupil has an endless variety of new ideas opening before him, all of which are easily comprehended, and the object of language teaching, the expression of thought, is effected easily and naturally. The child is ever eager to learn something new about animals—the strange habits of some, their peculiar shape and the manner in which they gain a living. All this is a source of wonder and thought to him, and in a very short time his interest is aroused to such a pitch that all his energies are concentrated in learning. He is then ready to tell what he knows, and when required to write his thoughts, he soon learns to express himself with ease and correctness. Teachers who are at a loss for suitable material in teaching this branch, will find in natural history lessons an excellent means of awakening their classes to new life, interest, and energy.

Give an oral lesson, bringing out the most obvious characteristics of the animal under discussion; then the written lesson made up from the facts learned orally. Extend these exercises by using reproduction stories bearing on the subject, and having pupils write essays and letters.

OUTLINE.—THE CAT.

1. Description. 2. Colors. 3. Its food. 4. Its habits. 5. Its feelers or whiskers. 6. Its uses. 7. How we should treat cats.

LESSON I.

(Oral lesson on above points.)

LESSON II.

1. Copy and commit to memory:

"Little cat, what can you do?"

"I can purr and I can mew;

I can catch a rat; can you?"

Give some poem or story about a cat.

LESSON III.

Questions.—Require pupils to write answers in complete sentences.

1. What can the cat do? 2. What are cats good for? 3. Give different colors of cats. 4. What kind of a tail has a cat? 5. What kind of teeth? 6. Why has it that kind of teeth? 7. What kind of ears has the cat? 8. Why has the cat "whiskers"? 9. Why do cats "mew"? 10. Why do they purr?

LESSON IV.

1. What kind of feet have cats? 2. How many toes has the cat? 3. What does it use them for? 4. Why are there more toes on the front feet? 5. What do cats eat? 6. Have you a cat at home? 7. What color is it? 8. How should we treat cats? 9. Write three statements about the cat. 10. Write three questions about the cat.

LESSON V.—REPRODUCTION STORY.

Dick is an old cat that lives in Nellie's house. Nellie

does not like Dick any more. I will tell you why. She had a very nice tea-party for her dolls awhile ago, and she took great pains to set her little table very neatly. Then she went to get her dolls and put them in their chairs. While she was gone, Dick came and ate up all the goodies. The cream was gone, and so was the cake. So Nellie could have no party. Now when she sees Dick she says "Scat!" so loud that he runs out doors and hides.

PRESENTING NEW WORDS.

(Report of lessons given in seventh grade classes at primary school, No. 53, Brooklyn. Mrs. A. E. Field, principal; Miss L. C. Scanlon, head of department.)

I.

Our first word is the word *loves* (written on the board). I want everyone to think of a story with the word *loves*. "My uncle loves me." "The horse loves me," "My goat loves me."

Our next word is *make*. Say something and use the word *make*.

"George, make a cake." "James, will you make a cart for me?"

Find the word "loves" in these stories on the board. Find the word "make." Read the stories.

The horse loves her colt. Tom loves to play with the colt. What a long jump Tom can make. Will you make me a long cart? Here, papa, see how Jip loves me. Tom will make a big chair for you.

II.

James found a nest the other day, with a mother bird and little birdies in it. The mother bird flew away. She is old enough to fly, but the little birds cannot fly they are too—"young."

Tell a story and use *young*. "The birds are too young to fly."

What is this word I have written? "Young." What is this? "You." This? "Your." And this? "Young." (Repeated and varied.)

Come and show me all the words that say "young." (Teacher points.)

Find the word in this story. I will catch a *young* horse. Read the story.

Make a story with the word, "I am old and you are young," "See, my young bird cannot fly." When have a picture, all the little girls like to do what? "Look at it."

What do you think this word is? "Look."

What do you think this is? "Look." (Word written several times in different parts of the board.)

Show me *look*. Show me *young*.

Find the word *look* where it looks a little different; (Written with a capital.)

Read this story with *look*. I will look for my cap.

James, will you look at my dog.

Jane can look at this doll.

Come and find the word *look* as many times as you can. Each one think of a story with *look*.

THINKING OF WORDS.

(Report of a lesson given in a sixth grade class at primary school No. 22, Miss M. B. Milton, principal.)

I am thinking of a little animal that is usually very lazy, and very fat, and very dirty. "The pig." Words were shown on the blackboard and spelt.

Tell me something we get from the cow.

Tell me something a little boy plays with, winds a string around it, and it spins. "A top."

I am thinking of a little pink and white thing in long clothes, that by and by gets to be a boy. "A baby."

What do you call the boy when he gets to be as big as papa? "A man."

A WORD DRILL.

(Report of a lesson given in a sixth grade class at primary school No. 22, Miss M. B. Milton, principal.)

Tell me what you do with these things (pointing to words.) Doll. "Play with it." Fan. "Fan myself." Hat. "Put it on my head." Pot. "Cook meat and soup in it."

Do what the words I point to, tell you. Come to me. Shut the door. Open the door.

Read the word I point to. "Lily May." "Come to me." "I can see"—"The fat hen." "See my hat." "He can see me." Read it as if you were talking about your little brother.

Show me. Come to me. Lily. Shut the door. Open the door. Spell, hen, man, pan, hat, pen. Spell the new word we learned to-day that is sometimes a girl's name, "May."

WORDS FOR SENTENCE BUILDING.

(Report of a lesson given in a first grade class at primary school No. 38, Miss H. L. Clark, principal. The teacher gave the word and the pupils made sentences.)

Hopped.—This tells something that has happened. "The frogs hopped into the water."

Every.—Every means—all; every boy, all the boys. "People must not want everything."

Stopping.—This word tells something that is happening now. "The wagon is stopping at the door."

Edge.—"The little cat walked on the edge of the fence." "You must not write near the edge of the paper."

Minute.—This is a word we use a great deal in school. "You must not lose a minute."

Thankful.—I should think a boy would know what he was thankful for. "The boy was thankful for the book."

Darling.—This is a pet name. "My mother calls her baby the darling."

GETTING THE THOUGHT.

(Report of lessons given in 5th grade classes in the primary department of grammar school No. 61, Mrs. M. L. Van Liew, principal.)

I.

Sentences written on the blackboard.

1. Rose may give the ball to John.
2. The sick boy is in the car.

What is Rose going to give? Whom is she going to give it to? What does the second sentence speak of? What does it say about the boy? Where is the sick boy? 3. May we run in the park? Charlie tell me something about this sentence. How many boys and girls think the sentence tells something? How many think something else about it? What does it ask?

Tell me about Rose. Where do the children want to run? Read the sentence that tells about running in the park. Tell me about the sick boy. What is said about the ball? Where is the sick boy?

Sentences made by pointing to words in those already written.

1. Rose is in the park.
2. John is sick.

3. May John give the ball to the sick boy? (The teacher pointed rapidly and then called for the new sentence she had made.) Point to the word that tells what kind of a boy is in the car. Point to the word that tells what Rose may give to John. Point to the word that tells who it is that wants to run in the park.

Read the first sentence. Read the second. Read the third.

II.

I am going to tell you what Ben saw.

1. Ben saw a big, blue kite (written). Where do you think Ben saw it? "In the street." "In a lot."
2. Ben saw it fly in the lot. I am going to ask you something about the kite.
3. Is it a new kite? Now we will find out whether it is new.
4. No, it is an old kite.

Tell me who saw the kite. Tell me where he saw it. Ask something about the kite. Answer the question. What kind of a kite was it? (Drill on the adjectives.)

Ask a question. "Is the kite big?" What makes you think it is big? "Ben saw it."

What else was there about the clock? Was it new?

READING WITH EXPRESSION.

(Report of a lesson given in the primary department of grammar school No. 40, Miss C. C. Wray, principal.)

The teacher read the lesson very carefully. "Come and look at this poor bird. See, it cannot fly! A bad boy threw a stone and broke one of its wings. What pain the bird must feel, but it cannot tell us of its pain. I fear the poor bird will not fly any more, and that we shall not hear its song again."

The children then read the lesson in sentences, in paragraphs, and as a whole. The teacher asked for the more difficult words. Show me threw, stone, broke, wings, pain.

What was this lesson about? "A poor bird."

What had happened to the bird? "A boy threw a stone at it and broke its wing."

What else does it say about the bird? "The bird feels pain." How do we know that birds, or cats, or any animals feel pain? Can they tell us of it? "The cat says 'meow.'" Yes, when the cat is hurt she says 'meow,' but why do not cats and dogs tell us when they are in pain? "Because they cannot talk." Ah, yes! but if we have kind hearts we shall know by the way they act when they are hurt.

A point for teachers was the exact and moderate lan-

guage used by this teacher in praise and correction: "Very well done." "You said the words, but you did not read." "Read it a little better still."

THE AIR.

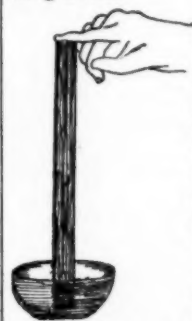
The teacher will need to gather a number of articles for experiments; if he cannot have a closet or a room to hold these articles, he can have a box or a chest made. He should have a hammer, a lamp, some corks of all sizes, some bottles, some glass tubes, some India-rubber tubing and some sheet rubber, a sharp knife, a three-cornered file, some wire, some sheet brass, lead, and zinc, tumblers, cups, saucers, etc. The glass tubing should be of several sizes; test tubes are always handy. A druggist will supply the test tubes and glass tubing for a very small sum of money; the rest of the things the pupils will bring.



I take one of my test tubes and fill it even full with water; on it I lay a card and put my hand on it. Now I invert it and then cautiously take away my hand. The card remains. Why does not the water run out? (Let the pupils think of it; let them do the experiment; let them find the answer.) You see there must be something that holds that water up. Can I put this book here in the air without a support? (No, sir; it will fall.) What is it that holds the water up? What is it that presses against the card? (The air.) Yes, it is the air.

I take this tube, open at both ends, and fill it with water. I put my finger on the top and take away my finger from the bottom; the water does not run out. Tell me why it stays up. The air holds it up.

Now I take my thumb off and the water runs out. What makes it run out? (The air.) No, you see there is air above and air below. It is the weight of water. We must try hard to find reasons for everything we see.



Now I fill the tube again, and put my finger on top; all the water stays in as we saw before. Now I put the end down in a cup of water, now I ask you this question, will the water run out if I take off my thumb? (Yes. No.) You differ in opinion, I see. Well, I will take off my thumb and see. What happens. (It runs out.) Certainly, there was nothing to hold it up.

Now I put in a cork at the end and fill this tube with water; then I put my finger on the bottom and invert it in the cup, leaving my finger on. Now I will ask you this question, will the water run out if I take off my finger? (No. Yes.) You differ in opinion. Let me try the experiment and see what happens. The water stays in. Why does it? What made it stay in when I put a card on the bottom. (The air.) Well now the air presses on the water in the cup, and that on the water in the tube.

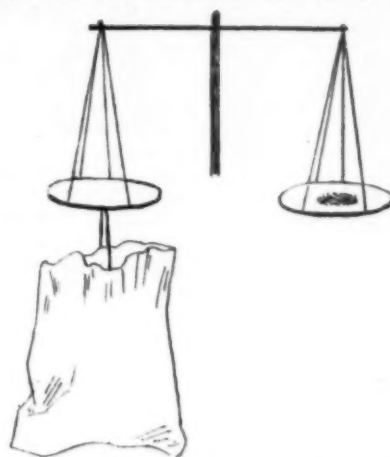
Now all these things show that the air presses with a good deal of force, much more than you would think. Here is a piece of leather with a string running through it; the boys smile they know what it is. What do you call it? A sucker. Yes, you call it that but it does not



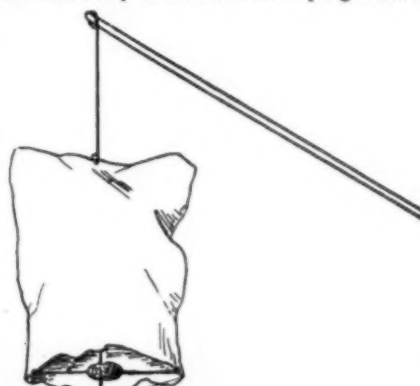
do a bit of sucking after all. I wet it and press it down on this piece of tin and you see I lift the tin. Why does it stick so to the tin? The air presses down on the leather. That is the cause.

Now here is a very pretty experiment indeed. I had some of the boys make me a bag of tissue paper, it is two feet on each side—it holds eight cupfuls; they pasted the sides up with mucilage. I want to weigh that bag; it is nicely folded up you see. I tie it to one side of the scale and put in some sand in the other scale-pan. Well, now I unfold this bag and fill it with air, and now I tie it to the scale pan. What happens? (The scale goes down.) It seems that the bag is heavier. Why is that? (There is air in the bag now.) Exactly. That air weighs something, you see. I will put in a little more sand and now you see it balances. So we conclude that air weighs something. Now perhaps we may be able to find out just how much that air weighs.

Now, I will use that bag for another experiment. First, John may paste some stiff pieces of paper around the edges of the bag so as to make them strong. Across



them I will put some fine wire. To the top of the bag I fasten a thread, and in that thread I put this long pointer which Mary may hold. I have in a bottle a little alcohol and will pour out some on a sponge—not much,



just a little—then I tie the sponge to the wires and touch a match to it. Let us watch the bag. What happens? (It goes up.) Yes, it is a balloon. Why does it go up?

WHAT MAKES SOUND.

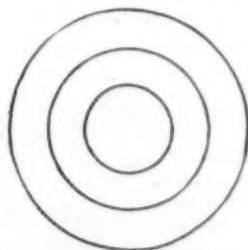
By M. A. CARROLL.

When you stand by the edge of a pond and throw a stone into the water what do you see?

If you have thrown the stone near the shore or if it was a large, heavy one, the waves will reach the water's edge. Suppose you shut your eyes and put your hand in the water, could you tell what was going on there? How?

If you shut your eyes and did not put your hand in the water, is there any other way of knowing that those little waves were lapping up on the shore? Now strike this tumbler lightly with the scissors. Put your hand on it. What happened when you struck it and what when you touched it?

If you clasp your hand around a small bell and ring it, how does it sound? Can you stop the ringing of a bell by laying your hand on it? Try it at home with the

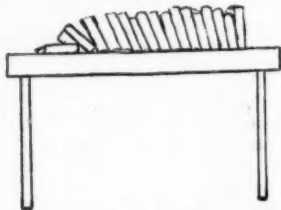


little call-bell your mother uses at the table. Do these things make you think that the trembling you felt in the bell or glass has anything to do with the sound? What can you say about these vibrations and sound? It was the motion of the glass and the water that you felt, but what was it that you heard? Is there anything between your ear and the glass that touches both? What is always about us in the house and out of doors and every where?

Now, if it was the trembling of the glass that you felt, as you touched it, and if the air touches your ear and th

glass or water also, what do you think makes sound? Try and think of these waves of sound, or vibrations of the air, as spreading out in all directions from where the sound is made, like these circles I draw on the blackboard.

There is another thing about sound that is like the circles made by throwing a stone into water. You know we said if the stone were a small one and was not thrown with much force the waves would not reach very far, but if it were a heavy one, the waves where it fell would be so strong that they would push the water out around them and make other waves, and these would do the same thing though more feebly, until the last ones reached the shore. Just so with this row of books on my desk. I strike the first one gently and the others do not feel the motion, but if I give it a hard blow, it pushes the next book that pushes its neighbor, and so on until the last one feels the blow, and, because there is nothing to hold it up, falls over.



If I held my hand against the falling book of course I could stop it. You remember that you checked the vibrating of the glass and so stopped the sound by touching it. What do you think happens when rather feeble sound waves strike against some solid body, like a wall or a pane of glass? Then why is it that closing the windows shuts out a great deal of the noise in the street? If the noise is very loud will closing the window shut it out? Will the window-panes remain still if a loud noise is made outside? Then why is it that they do not stop the sound? Do not other solids carry sound? Did you ever listen for a far-off railway train by putting your ear down near the track?

Now if waves of water are very strong and high, and they dash up against a rocky shore what happens? Then what would you think would happen if strong sound-waves dash up against something too heavy to vibrate with them? What do we call a sound that is thrown back in this way? Who has heard an echo and where? You remember that sound waves spread out in all directions, if they did not could we hear sounds above or below, or behind us, as well as we do now? If we could send all the force of sound-waves in one direction would it not go further? How can we do this by something used in schools, houses, and other buildings?

There is another difference in sounds besides loud and soft. Sing this note (do) after me. Now sing the scale as I point to this ladder on the blackboard. What do you say about the note at the top of the ladder? At the bottom? I shall have to tell you the difference between high and low notes. The quicker a sound wave moves, the higher is the note it makes. The note at the top of the ladder, as we sang it, has twice as many vibrations in a second as the note at the bottom.

THE PROPERTIES OF MATTER.

The teacher has arranged upon her desk objects with which she can illustrate the terms, general and specific properties, of matter.

Teacher.—What is this?

Child.—A block of wood.

Teacher.—Put another block of wood where this is. Child removes the block and substitutes another.

Teacher.—But I ask you to put another block where this is without removing the first one.

Child.—It cannot be done.

Teacher.—Why not?

Child.—You cannot put one block where another block is.

The term space having been taught to the child the teacher continues:

Teacher.—Is this true of all bodies?

Child.—It is.

Teacher.—Make a statement.

Child.—No body can occupy the space that is occupied by another body.

Teacher.—That property of a body that allows no other body to occupy the same space that it does is called "impenetrability."

Teacher.—How can you change the form of this block of wood?

Child.—By sawing off a piece of it.

Teacher.—Of this stick of crayon?

Child.—By grinding it to powder.

Teacher.—Of this piece of cloth?

Child.—By burning it.

Teacher.—How can you destroy the piece of wood, so that none of it will exist?

Child.—By burning it.

Teacher.—How can you destroy the piece of cloth, so that none of it will exist?

Child.—By burning it.

Teacher.—And how about the crayon?

Child.—It might be burned too.

Teacher.—But I know that if you take the ashes left from the wood, the smoke that went away through burning, and all the rest of the matter in the block of wood, and weigh them again with very delicate scales, they will weigh just as much as the wood block did before it was burned. And what is true of the wood is also true of the cloth, and of the stick of crayon. Burning is a peculiar process which changes the form of the material burnt, and the material seems to pass away, but it does not really do so. We cannot destroy anything. All that we can do to it is to change its form.

That property of matter that prevents it from being destroyed is called "indestructibility."

Teacher.—Watch this ball as I toss it into the air. What does it do?

Child.—It rises and falls.

Teacher.—Watch it as I hold it in my hand. What does it do in the air that it does not do when in my hand?

Child.—It moves.

Teacher.—Very well, I will set it in motion. Watch it and see what stops it. Teacher tosses the ball to the left or right.

Child.—The floor stops it.

Teacher.—Well; let us think the floor out of the way, and I will toss the ball again. What will stop it?

Child.—The earth.

Teacher.—Well; let us think that out of the way, and toss the ball, where will it go to?

Child.—It will stop when it comes to something.

Teacher.—But take the something out of the way, and what then?

Child.—I think it will go on forever.

Teacher.—Yes. When a body is in motion it likes to keep in motion. Do you know anything about it when it is at rest?

Child.—It likes to keep at rest.

Teacher.—That property of a body that tends to keep it in motion, when in motion, and at rest, when at rest, is called "inertia."

Teacher.—Let us take this crayon stick, and break it in two. Now pass it round the class. Each pupil break off as small a piece as he can, and save it. Take the piece that you have, and divide it into as many pieces as you can, with your knife-blade, or by any other means that you can think of. When anyone finds a piece so small that it cannot be again divided, bring it to me. (It is interesting to see the children attempt to separate the pieces until they find one so small that it cannot be divided.) After they have been at work at this for a few minutes, the most of them are ready to make a statement, and this statement is something as follows:

Child.—I cannot make so small a piece that I cannot divide it still further.

Teacher.—That property of matter which permits it to be divided into parts is called "divisibility."

It is supposed that if the division was carried far enough, you would find a portion of matter that could not be divided again, but no one has ever seen that portion, and no one ever will. The name of these indivisible portions are atoms.

AN Oregon teacher writes: "I am much pleased with THE JOURNAL. It should be in every family, for parents are interested in methods used in school. THE SCHOOL JOURNAL in the family would do much to raise the standard of teaching. It would be a good thing if teachers would present the cause of education to their patrons by urging every family having children to educate to take THE JOURNAL."

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

MONTH OF JUNE.

June 8.—CHARLES READE, b. 1814.

June 11.—BEN JONSON, b. 1574.

June 22.—JULIAN HAWTHORNE, b. 1846.

June 29.—CELIA THAXTER, b. 1835.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each author.

CHARLES READE was an English novelist. He was educated at Oxford, and studied law for a while; but he soon turned his attention to literature. His first books were "Peg Woffington" and "Christie Johnstone." His third venture, "Never too Late to Mend," a three-volume novel, established his reputation as a novelist. Like Dickens, many of his novels were written to illustrate some social evil. "Cloister and Hearth," is a fine historical study. Charles Reade was the author of several dramas, which have met with success on the stage. After the death of Dickens he ranked as the first English novelist. He died in April, 1894.

BEN JONSON, an English dramatist, began life as a brick-layer. This was so disagreeable that he ran away to the Netherlands and served as a soldier. After a while he went back to England and went on the stage; this also proved a failure, and then he began writing plays. "Every Man in His Humor" appeared in 1598, and made him famous. Some other dramas are "Volpone, or the Fox," and the "Alchemist." They are comedies full of rich humor. Jonson was made poet laureate by James I., with an annual pension of £100 and a tierce of Spanish wine. He died in 1637 and is buried in Westminster Abbey.

JULIAN HAWTHORNE, son of Nathaniel Hawthorne, the novelist, is a popular writer. He was educated at Harvard, studied civil engineering in the polytechnic school, and was employed in New York City in the dock department. In 1872 he returned to Europe and devoted himself to literature. During that time he published "Garth," "Saxon Studies," "Bressant," "Dust," "Fortune's Fool," and other novels. Since his return to America in 1882 his most important work was the life of his father and mother, one of the most charming biographies ever written. He is a noted athlete as well as a scholar. When at Harvard he walked to his home at the "House of the Seven Gables," and back in a single night a distance of fifty-two miles, and now he thinks nothing of a twenty mile tramp.

CELIA THAXTER, an American poet born in Portsmouth, N. H. She is a contributor to the leading periodicals, and a favorite of lovers of poetry. Her works include several volumes of poetry, "The Isle of Shoals," and a volume of poems for children. Lieutenant Greely often read her poems during his long, dreary winter in the Arctic regions. And when, on his return, he was introduced to her, he fell on his knees in reverence.

PERMIT me to unite with others in commending you for your earnest efforts to make the teachers deserving of greater praise, and the profession one to be sought.

I feel very grateful to you for my success in teaching. Much of it I directly owe to your advice and suggestions given through the columns of THE JOURNAL.

Louisa, Ky.

W. C. GAYHART.

"Who shall Decide, when Doctors Disagree?"

We shall endeavor to answer this question farther on. As to the frequent disagreements of doctors, their conflicting opinions, their controversies, their different diagnoses in the same case, who can deny the fact? The existence of the various "schools" of medicine, we have no time to enumerate them, is alone sufficient to convince anyone. The faculty are generally in accord on one point, you are ill. To be sure, you might have determined this without their aid, but this being a tied, why not decide for yourself? But, before you decide, investigate the claims of the Compound Oxygen Treatment of Drs. Starkey & Palen, weigh carefully the evidence, and we are certain you will find it just what you need. To aid you in your investigation, send for our brochure of 200 pages, a Treatise on Compound Oxygen, and read it carefully. Sent free. It contains abundant test monials and records of cures in obstinate and chronic cases. No other genuine. Address DRs. STARKEY & PALEN, 1539 Arch street, Philadelphia, Pa., or 120 Sutter street, San Francisco, Cal.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 10 cents.

NEWS SUMMARY.

- APRIL 18.—Manufacturers of window glass meet and put up prices.—Washington Indians dying of grip.
- APRIL 19.—Mexico to send fine specimens of precious woods to the Columbian exhibition.—Russia increases her army on the southwestern frontier.
- APRIL 20.—Flood in the St. Lawrence.—The Indian department put under civil service rules.
- APRIL 21.—Gen. B. F. Butler ejected as a "disorderly person" from the U. S. district court at Boston.
- APRIL 22.—The emperor refuses to relax the passport rules in Alsace-Lorraine.
- APRIL 23.—Floods in Texas and Arkansas rivers.
- APRIL 24.—More evictions in Ireland.
- APRIL 25.—Pennsylvania miners abandon the proposed eight hour strike.
- APRIL 26.—President Harrison spends the day in San Francisco.

RESUME OF EVENTS FOR REVIEW.

APRIL.

The attempt to settle the dispute with Italy over the New Orleans lynching occupied a large share of attention during the month. Mr. Blaine's clear statement of the case seems to have precluded any further misunderstanding. The removal of the tariff on sugar caused a great reduction in the price of that article. There was much talk of reciprocity. The negotiations for a treaty with Canada were postponed. Germany decided to admit American pork, and Austria asked for a modification of the McKinley tariff bill. President Harrison began a 9,000-mile tour, being received cordially in the South, especially in Atlanta. An error was discovered in running the boundary between the United States and Canada in the Northwest, by which we gain territory in size equal to Rhode Island. The United States and Switzerland agreed to submit disputed questions to arbitration. The Grand Army of the Republic celebrated its twenty-fifth anniversary. A copper trust was formed. Kentucky adopted a new constitution. The work of arranging for the Columbian exhibition at Chicago made rapid progress. The proposed railroad from Winnipeg to Hudson bay will be pushed rapidly forward this season. The insurgents in Chili are reported to have won successes over President Balmaceda's forces. President Pellegrini decided to reform Argentina's banks. Portuguese and British had trouble in Mashona and British gunboats were sent there. British warships were also sent to punish the king of Gambia. A rebellion occurred in Assam, India, but the rebels were subdued. It is reported that Russian agents are stirring up the natives of India against Great Britain. France is said to be in danger of bankruptcy. Commercial treaties were made between that country and Belgium, Switzerland, Italy, and Austria. Bismarck's waning popularity is shown in his failure in the late election. The reception of foreigners by the Chinese emperor showed a remarkable change in his feelings. Among the deaths were those of P. T. Barnum, Earl Granville, and Count von Moltke.

QUESTIONS.

1. What rights have foreigners in this country in regard to life and property?
2. What caused the change in the price of sugar? Does a tariff on an article always increase its price to the consumer?
3. What sort of treaty is it proposed to make between the United States and Canada?
4. Who will profit by the admission of American pork into Germany?
5. Tell about President Harrison's trip. Why would such a journey have been impossible forty years ago?
6. What is arbitration?
7. Who are admitted to the G. A. R.?
8. What effect will a railroad from Winnipeg to Hudson bay have on the Northwest?
9. Where has Great Britain possessions in Africa?
10. How can a nation become bankrupt?
11. How have the Chinese heretofore treated foreigners?
12. For what was von Moltke noted? Earl Granville? Barnum?

DEATH OF GERMANY'S GREAT SOLDIER.

Count von Moltke, probably the greatest soldier since Napoleon, died of heart failure in Berlin April 24. He was born Oct. 26, 1800, at Parchim, in Mecklenburg, but received his early education in Copenhagen, to which place his parents had removed. Entering the army early, he was an apt pupil in the art of war for thirteen years until 1836, when he obtained permission to visit the East, and went to Constantinople. Von Moltke declined a pressing offer to enter the Turkish army, and returned to Prussia to await the time when circumstances should bring out his great qualities as a soldier. The overwhelming superiority of the assailants in the Austro-Prussian crusade against

Denmark in 1864 gave his genius no space to show what it could really do.

Von Moltke's time came when the Austro-Prussian war broke out in 1866. The "Seven Weeks' War," as it was sarcastically called, shattered at one blow the power which had kept Frederick the Great at bay for seven years. Everybody recognized von Moltke as the author of this triumph, and he was loaded with honors. His crowning glory, however, was to come. It had been predicted that France would conquer Prussia as easily as Prussia had conquered Austria. Von Moltke simply said "all was ready." And so it was. He had thought out the whole campaign, and the army moved toward Paris surely and irresistibly. At Sedan, when the doomed host gave way, and even Bismarck showed emotion, von Moltke was calm and cold as ever. His most prominent characteristics were his habitual gravity and silence. With all of Napoleon's wonderful power of calculation, he had none of the headstrong self-confidence and defiant recklessness of that great soldier. Like all the greatest soldiers, he was opposed to war in itself; he believed in fighting when it was necessary. Of late years von Moltke has contended that a war between Germany and Russia was only a matter of time. If it comes, where is the German soldier who can take his place?

THE TELL MONUMENT.—In Altorf, Switzerland, the Tell monument committee is making every effort to press forward its work. Four prizes of \$625, \$375, \$250, and \$100 have been offered for the four best plans for the monument. Relate the story of William Tell.

A LABOR COMMISSION.—Considerable good is expected from the royal labor commission appointed by the British house of commons. It will inquire into the relations of labor and capital, the causes of strikes, and the best means of preventing them.

AN EXPLOSION NEAR ROME.—A powder magazine exploded about two miles and a half from Rome. All the houses in a radius of more than a half a mile were seriously damaged. In Rome houses rocked, pictures fell from the walls, and chimneys came down. The parliament house and the Vatican are among the buildings damaged. Many people were injured and several killed. What is the Vatican, and what treasures does it contain?

NEW-COPENHAGEN TO BE FOUNDED.—About 800 Danes will leave their native country soon to establish a new town called New-Copenhagen, near Little Rock, Ark. The colonists include men of capital and skilled artisans. What classes of immigrants is our government trying to prevent coming here?

WARSHIPS FOR AFRICA.—Lord Salisbury said recently in the house of lords that the demeanor of the Portuguese officials in Africa was so different from the assurances of the Lisbon government that it had been decided to send three British warships to the mouth of the Pungwe river. These will not be large, but they will be sufficient for the purpose. The king of Gambia has not kept his subjects from abusing British colonists, and these British gunboats have been sent to avenge the insult. What are the greatest naval powers of Europe?

A CANADIAN CANAL.—The government has been asked to build a canal between Georgian bay and Trenton on the bay of Quinte, involving an expenditure of some six million dollars. The object of the canal is to afford an outlet for grain and other produce of the Northwest to Montreal in sheltered waters. Mention some great canals now in use.

RECIPROCITY WITH CUBA.—The duty on flour in Cuba practically gave Spain a monopoly of the market of the island. There was danger, however, of a revolt in Cuba and Porto Rico, which induced the home government to agree to reciprocity with the United States. Our country can sell cheaper and will take the whole market from Spain, and our wheat, beans, flour, lard, petroleum, and machinery, will enter the Spanish Antilles practically free of duty. Explain what is meant by reciprocity. What is the difference between it and free trade?

MOUND BUILDERS' SKELETONS.—Several deep vaults were uncovered at Fort Ancient, Ohio, in which were twenty-four skeletons in various postures. The skeletons and vaults will be taken to the world's fair. They are believed to be those of Ohio mound builders. An arrow head was sticking in one of the skulls. What works of the mound builders have been found?

THE TROUBLES OF THE CZAR.—Numerous arrests are reported to have been made at Kharloff on account of the recent attempt to kill the emperor. The government, it seems, is looking for enemies and spies everywhere. The war office has ordered the expulsion from the Russian camps on the frontier of all foreign traders, as it fears that these traders might serve as guides to the Austro-German forces in the event of war. Hungarian peddlers especially are suspected of acquiring knowledge of the various strategic routes leading into Russia.

OF SPECIAL INTEREST TO PUPILS.

A GREAT SHEET OF PLATE GLASS.—A sheet of plate glass twelve feet square, that was got to Brooklyn, N. Y., after great difficulty, fell the other day and was broken into small fragments. It could have been made in this country, but was too large conveniently to pass through the railroad tunnels, and it could not travel on the canals on account of its size; therefore it was manufactured in France and sent here on a ship. It was valued at \$1,300.

THE QUALITIES OF ALUMINIUM.—A cubic inch of pure aluminium weighs approximately one-tenth of a pound avoirdupois, being about one-fourth the weight of an equal bulk of pure silver. Pure aluminium can be rolled, drawn, spun, stamped, engraved, burnished, polished, and soldered the same as brass.

A CHINESE BRIDGE.—The longest bridge in the world is the Lion bridge near Sangang, in China. It extends 5¼ miles over an arm of the Yellow sea and is supported by 300 huge stone arches. The roadway is 70 feet above the water and is enclosed in an iron network. A marble lion 21 feet long rests on the crown of every pillar. The bridge was built at the command of the Emperor Kieng Long, who abdicated in 1796 on account of old age.

CLOUDS.—Prof. Moller, of Karlsruhe, has made some interesting observations on clouds. The highest clouds, cirrus and cirro-stratus, rise on an average to a height of nearly 30,000 feet. The middle clouds keep at from about 10,000 to 23,000 feet in height; while the lower clouds reach to between 3,000 and 7,000 feet. The cumulus clouds float with their lower surface at a height of from 4,000 to 5,000 feet, while their summits rise to 16,000 feet. The tops of the Alps are often hidden by clouds of the third class, but the bottom of the clouds of the second class, and especially of the thunder clouds, often enfold them.

MAKING CASTS OF STONE CARVING.—Copies will be taken of bas-reliefs and inscriptions in stone on sarcophagi and other antiques in Mexico, Central America, and South America, for the Columbian exhibition. The process is as follows: The surface is first moistened with water and a sheet of tough tissue paper is laid over and forced into every curve and crevice with a stiff brush. Then a thin flour paste is spread over the tissue paper, and over this a sheet of blotting paper, thoroughly wet, is laid. With the end of the brush the latter is made, as nearly as possible, to take the shape of what is beneath. After drying some hours the whole mask is removed giving an exact mold of the original. All that has to be done then is to pour plaster of Paris into the mold and an accurate cast of the original is obtained.

WOMEN AS INVENTORS.—Since scientific studies have been opened to women there has been a steady increase of patents granted to them in the United States. The inventions take a wide range from mere household and dress inventions, to railroad journal boxes and submarine telegraphs.

THE SIBERIAN RAILROAD.—The work of building this great road is about to begin. From Minsk, on the eastern slope of the Urals, the line will run almost to the Chinese frontier, which it will nearly parallel, running northeasterly to the Amoor and thence southwesterly to Vladivostok, on the sea of Japan. It will be 4,785 miles long, or nearly twice the length of our great Pacific roads. Russia will profit greatly by the great agricultural and mineral resources of Siberia. It will give the czar a great military advantage in central Asia and menace the security of China.

BACTERIA.—These are spheroidal, rod-like, or spiral. Under the most powerful microscopes they are found to have a granular mass in the center, surrounded by a thin structureless membrane. Under favorable conditions, with plenty of food they divide across the middle, each part growing longer and again subdividing and so on indefinitely. If this should go on for a few weeks these minute animals would become so numerous that they would use up all the carbon, hydrogen, oxygen, and nitrogen there is available for life purposes. But their increase is limited by the facts that the food supply gives out, the sun is their deadly enemy, and they exhale various chemical substances that are poisonous to themselves and to each other.

PEARL-PRODUCING CLAMS.—These have recently been found in Wisconsin, in large varieties and of great value. In all the limestone regions of the United States fresh water pearls are to be found in the beds of brooks, the best of them being almost equal in tint and luster to Oriental pearls. These fresh-water pearls are remarkable for their countless shapes and many colors. The *Turbo margaritifera*, the animal producing the pearl, can be opened without killing it if care is taken, and when it is found that it has no pearl, or that its pearl is undeveloped, it should be replaced in the stream to continue its process of production.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

SIOUX CITY, IOWA, TRAINING SCHOOL.

We do no academic work. Our course includes five months of work on psychology, didactics, principles of pedagogy (including a short course in kindergarten philosophy), methods in geography, arithmetic, reading, language, form, science work, etc., and the history of education. There are at present seven regular teachers in charge of the grades, from 1st to 7th, in this building. The pupils from the training classes, after five months' study in theory, are given classes in their grades. Each pupil at present teaches on an average of two and a half hours daily. This teaching is done under the direction and criticism of the principal of the training school, who is also the principal of the building. The pupils in training are made responsible for the teaching of the classes, and are required to accomplish the same work as the regular teachers when the classes are in their charge. The junior class is for the most part in charge of the assistant training teacher. The department of physical culture is yet in its infancy.

Sand pulp, clay, and putty modeling, paper cutting, pasting, and folding, water-color painting, lessons on plants, minerals, etc., are a part of each day's program, as the development of the subjects are aided by the devices.

We have two distinct libraries in the school. One for the pupils, containing books of travel, history, and science adapted to their years. Another is the library of the training school proper. We have now about seventy-five volumes in this one, such books as Bain's "Intellect and Will," Freyer's "Senses and Will," Kay on "Memory," Carpenter's "Mental Physiology," Painter and Compayre on "History of Education," etc. The library contains books on psychology, history of education, and science work of all departments. It also includes a library of current literature, or, as it is more commonly known, "The Reading Table." Upon this table are found NEW YORK SCHOOL JOURNAL, New England Journal of Education, TEACHERS' INSTITUTE, American Teacher, The Kindergarten, Popular Educator, New York Tribune, Century, and Popular Science Monthly. These papers are read and eagerly looked for when the time of their arrival approaches.

Principal of Training Department.

SARAH M. ROW.

NEW YORK STATE SCHOOL MONIES.

Kindly inform many readers of THE SCHOOL JOURNAL (1) on what basis the last year's public school moneys in this state were apportioned. (2) What does each district receive per day of aggregate attendance per child of school age in the district? (3) How much library money does each child of school age receive? The trustees of my school think there is an error in the amount they received, for the reason that though there was an increase in the state appropriation of a quarter of a million dollars, and the district quota was increased to \$100, while the aggregate attendance in the district was increased about one-fifth, yet their apportionment is less than many former years, whereas in some districts of the county the money is increased from \$10 to \$100 within the two years' apportionments.

Callison Depot, N. Y.

H. J. RIXTON.

Deputy State Supt. Skinner says:

"The state school moneys are apportioned by the state superintendent to each of the counties of the state (1), on the basis of the number of duly qualified teachers employed therein during the school year for the full legal term of school, thirty-two weeks of five school days each, (one hundred dollars being allowed for each such teacher employed), and (2) upon the total population of the counties. Then the sum which each county receives is re-apportioned by the county school commissioners on the third Tuesday of March, to the school districts therein, upon the following bases: (1) upon the number of duly qualified teachers employed for the legal term in each district, \$100 for each such teacher (the same basis used by the state superintendent in making his apportionment); (2) the sum each county receives, based upon population, is re-apportioned by said commissioners to the school districts upon the aggregate days' attendance in each, as shown by the daily school register, and as reported by the school trustees in their annual reports to the school commissioners. The library money apportioned to the counties is re-apportioned by the county school commissioners to the school districts upon aggregate days' attendance. The rate upon which the attendance and library money apportioned to school districts is based, may be obtained from the school commissioners, by whom it is made.

The apportionment of school moneys, as now made, operates more favorably to the poorer school districts in the state, than to the larger and more prosperous districts, than formerly. This may account for the difference in the amount of public money to which the district referred to receives over former years, if no error has been made in the annual report of the trustees.

A PUZZLED TEACHER.

As a constant reader of THE SCHOOL JOURNAL I have been imbued with the idea that your interest in school matters was genuine enough to come down to the point of giving a little practical advice to an unknown and puzzled teacher. I have been teaching most of the time for over two years. After four years' work I went to the Cook county normal. I graduated there with a 1st

class certificate in '86. Since then I have been doing primary work, and have been successful, if I may believe "boards" and parents. One board praised but did not raise. I left, and a year after they offered ten dollars a month more. I have, I believe, a good reputation as one of the leading primary teachers in the state. But my general education, except that desultory knowledge gained from miscellaneous reading, would shame a good high school scholar. An examination is a terror to me, though I've scrambled through several. The signs of the times show that the poorly educated teacher is going to the wall, and for teachers to claim respect they need to know more. While I have good health, I have not that abounding physical vigor that warrants teaching all day and studying half the night, beside the keeping somewhat abreast of the social conditions around me. What can I do? I have thought of stopping and giving one, two, or more years to study. If I do, where can I study most effectively? I want to keep teaching in view. I have plenty of theories and practical experience, but I need knowledge. I lack the force that comes from systematic training.

L. S. Texas.

1. Do not be discouraged or disheartened. 2. Do not undervalue your attainments in scholarship. 3. You have accomplished a great deal to know how to teach. Now as to what you shall do. 1. Do not stop; if you can, go to some good summer school where actual experimentation is done in physics, chemistry, etc. 2. Select one of the eight subjects (see TEACHERS' PROFESSION) and pursue it for a year, say Language. 3. If you could make up a club of five, ten, or twenty, and meet once a week and quiz each other; that would help. 4. Very much depends on your pursuing some steady thinking in one line, though you do but little per day. Suppose it to be Language, as above suggested; then you will be picking up knowledge all the way along, in school and out. 5. Finally, you are in the state of mind all good teachers are in, desirous of progress.

In your next issue of THE JOURNAL please give a list of United States ministers to the countries of Europe. A. M. H.

The minister to Great Britain is Robert T. Lincoln, of Illinois; to Germany, Wm. Walter Phelps, of New Jersey; to France, Whitelaw Reid, of New York; to Russia, Charles Emory Smith, of Pennsylvania; to Italy, Albert G. Porter, of Indiana; to Spain, E. Burd Grubb, of New Jersey; to Turkey Solomon Hirsch, of Oregon; to Austria-Hungary, Frederick D. Grant, of New York.

1. On school-days, where does the parental authority end and the teacher's begin? 2. Is it obligatory to teach gold investments and the exceptions to the United States rule for partial payments, as the Vermont and Connecticut rules, etc.? I understand that they are obsolete. 3. What is to be done for a person in a fit or convulsion? 4. When a lady is a president of a society should she be addressed by her name or as "Mrs. President"? ALMOST DISCOURAGED.

1. The pupil comes under the authority of the teacher when he enters on the school grounds. 2. We do not understand that these rules are exactly obsolete, but the "United States rule" and the "merchants' rule" are more followed than the New England rules. The former is not followed when the note runs longer than a year; so that the tendency is to follow the "United States rule." 3. Very little. Put him where there is air; remove tight clothing; lay him down; don't be foolish and put salt in his mouth or slap his hands; let him alone. A physician may possibly let him smell of chloroform or ether. 4. Mrs. President is correct.

My pupils have asked me if thunder does not cause milk to sour. What shall I tell them? It does not seem to me that there is any cause for it.

Wordsworth.

C. E. REDDING.

It is believed that ozone is generated in thunder storms, and experiments show that milk, under the influence of oxygen or oxygen and ozone, coagulates quicker than in a normal condition. Also that the cause is the rapid growth of bacteria, and these bacteria are stimulated to growth by the ozone.

I come for advice. I am willing to devote my spare hours for the next five years to some subject with a view to becoming a specialist. I look in turn to manual training, psychology, history of education, and mathematics. Which shall I choose?

Passaic, N. J.

MRS. MARY L. LEWIS.

There are two points among many to consider. First of all, yourself. What is your taste? Study your aptitudes. Possibly you can draw and paint with readiness; this would show you had some taste for handling and working materials. Then you may deal better with ideas, and thus work handily with the discoveries of others. Having looked this matter over carefully, then look for the subject. The first three you have named give open fields. The fittest will find places.

1. Will you give a good form for an application for a position in a graded school? 2. Will it do to send copies of testimonials, and by whom must the copies be written?

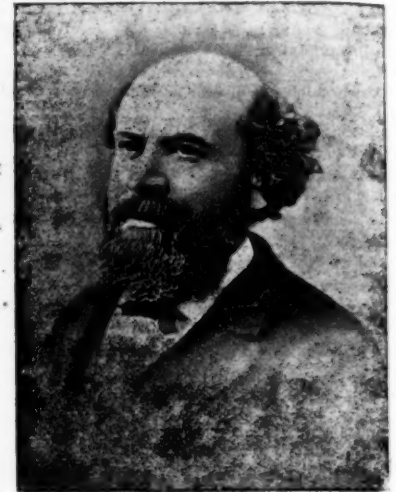
B. N. H.

1. A teacher should make his application suit the conditions of the position for which he applies. Never use a stereotyped form. Be original enough to make an impression. 2. Copies may be made by any one. It seems better to send the names of such persons as can speak of your teaching experience.

How can we explain to a class in geography that we are closer to the sun in one season of the year than in another? "U. B."

"U. B." will find much help in THE JOURNAL of March 28, 1891, under the heading of "Teaching the Seasons."

THE EDUCATIONAL FIELD



DR. EBEN TOURJÉE.

Dr. Eben Tourjée, the founder and director of the New England Conservatory of Music died on the morning of April 12, in his apartments at the conservatory. By his death the musical world loses a prominent member. The hearts of countless people who have been benefited by his benevolence will mourn.

Eben Tourjée was born in the town of Warwick, R. I., June 1, 1834, of Huguenot ancestry. He was a living illustration of the injunction, "Whatsoever thy hand findeth to do, do it with thy might." His phenomenal enthusiasm and energy were contagious, and in all his enterprises, cohorts of stanch friends and co-workers rallied about him, readily lending themselves to his guidance. At a very early age he displayed a talent for music, but his parents, being in humble circumstances, could not encourage his inclinations. When he was eight years of age he was taken from school and placed in a factory, that he might assist in the support of the family. Later, as their prospects brightened, the boy's ambition to acquire an education was gratified, and he entered the seminary at East Greenwich, R. I. When he was fourteen years of age he was offered the position of organist, the former incumbent having resigned. Tourjée was quite unfamiliar with the instrument but, with characteristic spirit, he set to work to master a few simple tunes on the organ until he had learned enough for the next week's service. The church people were satisfied, and he was permanently appointed. During this period he studied music in Providence, thirteen miles distant, often walking to and from his lessons to save the expense of coach fare. In 1850 he opened a music store in Fall River, Mass., where he taught in the public schools, edited a musical paper called the *Key Note*, and continued his studies under the best masters of the city. In 1859, having been called by Rev. Dr. Talbot, then principal of the East Greenwich academy, to establish a musical institute in connection with the academy, he found opportunity of putting into practical operation his theories of class instruction, which had for years been maturing in his mind. Four years later he visited Europe for the express purpose of studying the French, Italian, and German methods of conservatory teaching. On his return, finding the facilities in East Greenwich too small for carrying out his ideas, he moved to Providence and opened a conservatory, which proved a great success. Three years later, in 1867, the school was removed to Boston, and became the New England Conservatory of Music. Dr. Tourjée was one of the pioneers of popular musical education in America. The degree of doctor of music was bestowed upon him by Wesleyan university in 1868. In 1869 he organized the chorus of the first Peace jubilee, and in 1872 he repeated it, though on a much grander scale. The College of Music of Boston university was founded in 1872, over which the doctor was elected dean.

Dr. Tourjée was a Methodist from his boyhood, as well as a devoted friend of the poor and degraded. He organized, and for several years presided over the North End mission; he was also president of the Boston Missionary Society, and in 1872, of the Boston Young Men's Christian Association.

A STATE of educational activity has set in, in North Dakota. State Superintendent John Ogden says:

"What our schools in North Dakota seem to need more than anything else, just now, are thoroughly trained and progressive teachers." THE INSTITUTE must be made to meet the exact needs of the common school. The lecture, the fine spun theory, and the general grind of visionary methods, must give place to the study of principles, and the actual work of the teachers themselves in the daily work of the school-room, as reflected with all possible exactness in the exercises of the weekly institute."

"One state conductor will be assigned each institute, and county superintendents are requested to express their preferences as to what conductor they prefer."

"A new department of work has been added, viz.: The institute lecture department, the efforts of which shall be directed towards the cultivation of patriotism and an improved citizenship for the state. A state lecturer has been appointed to deliver two evening lectures in each institute that it is possible to visit."

"Another department of the institute needs special attention, viz.: the Primary Instruction Department, making possible in the country school what has made the city school so attractive and profitable to little children, viz.: The kindergarten employments in connection with what is called 'Busy work for little children.' This will be an opening chapter to manual training in schools."

"The superintendent has appointed two experienced kindergarten trainers to take charge of this work, as assistant institute conductors."

"The following named persons, as lecturers, conductors, and kindergartners, have been appointed: Co. Supt. J. M. Devine, LaMoure, state lecturer; Co. Supt. A. T. Wiles, Ashley, conductor; Co. Supt. Mrs. L. J. Eisenhuth, Carrington, conductor; Co. Supt. Joseph Kennedy, Hillsboro, conductor; Miss Emma F. Bates, Milnor, conductor; Dr. James McNaughton, Mayville, conductor; Miss Fannie A. Miller, Grand Forks, kindergarten; Mrs. Anna B. Ogden, Bismarck, kindergarten."

THE following is the course planned for the Teachers' Institute in North Dakota:

Monday, A. M.—Organization, appointment of committees, etc., and introductory addresses by county superintendents and conductors, laying out work.

P. M.—Explanation of course of study, language lessons, kindergarten, geography, history, and physiology.

Tuesday, A. M.—Number lessons, reading, mental, arithmetic and kindergarten.

P. M.—Language lessons, history and geography, physiology, kindergarten.

Wednesday, A. M.—Number lessons, reading, kindergarten, mental arithmetic, miscellaneous.

P. M.—Reading circle work.

Thursday, A. M.—Practical arithmetic, reading, kindergarten, mental arithmetic, geography.

P. M.—Grammar, history, physiology, kindergarten, and queries.

Friday, A. M.—Practical arithmetic, reading, kindergarten, miscellaneous.

P. M.—Physiology and discussion, laws of health and life, experiments, etc., or kindergarten.

A WELL-KNOWN Western educator writes: "THE JOURNAL is doing a good work in the publishing of portraits of the prominent educators. Many of the so-called educational papers in the West are going into this business for income! Teachers here are receiving all sorts of propositions to publish portraits and self-praise, and they pay! Good things are always counterfeited and imitated, and one of the best ways to prevent and detect the opinions is to make the good genuinely good, as you have been doing." THE JOURNAL has taken up the publishing of portraits of our well-known educators because there was a desire on the part of other teachers to see them. Mr. Quick spoke in very earnest terms of praise of this new departure. But there is another side to this. There is as good a reason for publishing the portraits of teachers as of politicians; in fact, a better reason.

If it is a fact that Kansas has a "Tow-Head," a "Red-Pepper," and a "Lick-Skillet" school district, then Kansas ought to reform the nomenclature of her school districts at once. There is a good deal in a name.

LONDON has undertaken to give 43,000 of her underfed school children one meal a day. Now if London could take the amount that 100,000 of her school children waste from being overfed, and give it to the underfed, her tax for the feeding of her starving ones would be small.

TOMBSTONE is hardly an inspiring name, but the Arizona teachers, who have been holding an institute there, have shown that it is by no means a bad place for bright people. Subjects discussed were the scope, end, and aim of education, by Prof. Dalton; methods of teaching hygiene, by Supt. Cheney and others, Miss Sarah Herring emphasizing the subjects of narcotics, school government, corporal punishment, prevention of cruelty to animals, and the reading of daily newspapers in the public schools. Other speakers were Mr. McRae, Mr. Marsh, Mr. Suthrie, Mr. Wilds, and Mrs. Bradley.

THERE are in Upper Burma 684 public schools with 14,133 pupils, and 1,664 private schools with 8,685 pupils. Of these schools twenty-nine are Mohammedan; there are 176 schools for girls in which upwards of 2,000 pupils are taught.

THE Froebel Society, of Brooklyn, N. Y., recently listened to two lectures by Supt. Thomas Balliet, of Springfield, Mass. The one was on "Practical Psychology," the other on "Education in Environment." Both were largely attended and highly appreciated.

THE university of the state of New York includes 410 institutions,—97 academies, 234 high schools, and 79 degree-conferring institutions, including 18 colleges of arts and science for men, 9 for women, 4 for men and women, 5 law schools, 16 medical schools, 4 schools of pharmacy, 12 theological schools, 3 polytechnic and 11 special institutions.

THE salary of Dr. A. N. Raub, president of Delaware college, has been raised from \$1,800 to \$3,000 a year. This is a deserved increase for a man who has shown his eminent fitness for the position he holds.

THE work of the Chautauqua school of methods, to be held at Pacific Grove, Cal., from June 24 to July 7, will be entirely of a professional character. There will be two courses of instruction—primary, and grammar and high school. The instructors will be Superintendents Will S. Monroe and C. H. Keyes, Miss M. E. Schallenberg, Prin. J. G. Kennedy, Prof. John Dickinson, and Dr. A. C. Hurst.

THE Oregon state normal school is at Drain. It confers the degree of Bachelor of Scientific Didactics on its graduates. It graduated 1 pupil in '86; 5 in '87; 3 in '88; 4 in '89; 2 in '90, and has 200 students now enrolled. It seems odd to us East, but the fees to a student for a year are about \$30; his graduation fee is \$10. The normal course covers three years; in the third year Wickersham's "Methods of Teaching" and Page's "Theory and Practice of Teaching" are the only text-books mentioned on didactics, and absolutely nothing is said in the circular as to the opportunity to learn didactics. The diploma is good for six years; the successful teacher then gets a life diploma. Suppose the physician got his diploma in the same way!

MEDICAL inspection in the German schools shows that 37 per cent. of the pupils are near-sighted. In the lowest class the average was 23 per cent., while in the highest it was 58 per cent. This seems to indicate that short-sightedness is one of the inevitable developments of secondary education in Germany.

THE compulsory education law of Illinois has been recently amended so as to provide that all children between the ages of seven and fourteen years shall, for at least sixteen weeks in each year, attend a "public, private, or parochial" school. A substitute was introduced to the legislature providing for a like attendance at public schools, unless it is shown that the child has attended for a like period some private school, has been otherwise instructed in the common school branches, or is in such mental or physical condition as to make such attendance inexpedient. It is provided that no school shall be considered such unless the English language, reading, and writing shall be taught therein. This last provision is to prevent exclusive teaching in a foreign tongue. The necessity of requiring all pupils to attend some school, or be taught by somebody able to teach them is generally conceded to be a necessity.

NEW YORK CITY.

At the East River Industrial school, 347 East 44th street, of which Mrs. L. B. Bryant is principal, the kindergarten occupations are used as manual training, being extended and adapted to all the primary grades. The children make their own designs in sewing, paper-folding, and paper-cutting. The industrial work proper, consists of sewing and cooking classes.

At grammar school No. 77, of which Mr. E. A. Page is principal, splint work is done in the fifth grade, and wood working is begun in the fourth grade, the boys learning to handle the plane, chisel, etc. Moldings are taken up in the third grade, joinery in the second, and in the first some piece of finished work is done, such as making a box in which the knowledge and skill of hand previously acquired, can be utilized. All the work done in the shop is drawn out by the boys, who thus make their own working drawings.

THE lectures to primary teachers given under the auspices of the kindergarten committee of the Normal college associate alumnae, at the kindergarten, 63rd street and 1st avenue, have been largely attended, the teachers seeming to appreciate the opportunity for an insight into kindergarten methods. Miss Merrill and Miss Hunter have discussed the connection between 5th and 6th grade primary manual work and the Froebel occupations of paper-cutting and folding, stick-laying, etc. The last lecture of the course was given April 16. It is intended that an afternoon kindergarten normal class may be organized by the committee for the benefit of teachers who wish to take such a course without suspending their school work.

MRS. SARA D. JENKINS in a paper entitled "Methods Versus Devices," read at the meeting of the Conference of Educational Workers, held at 9 University place, April 25, asked, "What differentiates the teacher from the scholar?" "If there is a science of mind, there must be a derived and applied science of teaching. A physician is a scholar and something more. All the considerations that impel him to the study of anatomy and physiology, apply to the teacher's study of physiology. The question of methods is a psychological one."

COMMISSIONER HUBBELL, of this city, recently said that "It is a disgusting sight to see young girls chasing around like ward politicians in search of an office. It is degrading in the extreme." The remedy is in the hands of the board of education; let them remove the cause of the evil.

COMMISSIONER O'BRIEN most emphatically declares that "where a day-school teacher has taught acceptably in the evening schools her place should not be taken away from her at the pleasure of the trustees and given to another." Nothing is more common sense than this.

TREASURE-TROVE FOR MAY is indispensable to live teachers. Here are some of its timely features: "An Historic Tomb," with an illustration of Gen. Grant's tomb at Riverside Park. The article is a capital school declamation. "Americans Wanted," is also suitable for recitation, at the same time it gives the "true inwardness" of the much discussed "Italian Question." "Famous Friends" is a humorous dialogue good for school use at any time. "Only a Dream," and "Spring's Song," are two sweet poems, which are seasonable for speaking. Physiology and hygiene are taught in "Useful Mind-Cure," and "Care of the Sick." Information and instruction both useful and interesting, on school subjects, and of general value, is imparted in "Work for Busy Fingers," "Foreign People," "Training Wild Animals," "Intelligent Baboons," "Solid Facts," "Making a Living," "Hints to Girls," "Successful Drummers," "Ways of the World," "Fashions of the Wealthy."

An entertaining lesson in historical biography is given in a new "Game of Characters." Other purely entertaining features are included in an illustrated "Adventure in the Bush;" a charming story for girls, entitled "Tip," and beautifully illustrated; an account of "A Famous Conjuring Trick," and last, but not by any means least, the opening chapters of Mr. Talbot's splendid new serial story "The Strange Adventures of a Catboat."

Of course the "School of Authorship," and the Letter Box are full of life and more inspiring than ever.

DELIGHTFUL THREE-DAY TOURS TO WASHINGTON, D. C.

Pennsylvania Railroad's Personally-Conducted Tours.

The success of these Pennsylvania Railroad's Personally-Conducted Tours to the National Capital has been remarkable. The three remaining tours are fast filling up. They leave New York at 11.00 A. M., May 7th, May 14th, and June 11th, respectively; returning, leave Washington, at 3.30 P. M., May 9th, 16th, and June 13th respectively, covering a period of three days in the National Capital. Rate for the round trip, including all necessary expenses, is but \$12.50 from New York and proportionately low rates from other stations.

The party will travel on a special train of Pennsylvania Railroad standard coaches. Quarters will be reserved for them at the Normandie, Willard's, Ebbitt, or Arlington Hotels.

The round-trip rate includes railway fare in both directions, and hotel accommodations at the choicest hotels of Washington. The trip commends itself to the patronage of the best people, and application for space and descriptive literature should be made at once to the Tourist Agent at 840 Broadway, or any Pennsylvania Railroad ticket-office in New York or Brooklyn.

The special features of the trip include exceptional facilities for seeing all the sights, and the opportunity of a visit to Mt. Vernon at a slight additional cost.

Pure blood guarantees perfect health. To have both take Hood's Sarsaparilla.

BOOK DEPARTMENT.

NEW BOOKS.

PHYSICAL LABORATORY MANUAL AND NOTE BOOK. By Alfred P. Gage, Ph. D. Boston: Ginn & Co., 1891. 121 pp. 45 cents.

There is undoubtedly no better way of impressing the truths of physical science on the mind than by experiment; but in order to obtain the best results directions from those who have spent long years in the study are necessary. This volume gives more than two hundred experiments calculated to throw floods of light on matters that would otherwise be difficult to understand. The student is expected to make notes of his work and by this means he develops that love of accuracy and order that will be valuable in all his after career. For this purpose blank pages are left in the book in which he can copy the results of his observations, from which frequent reviews may be had of the work gone over. There are some investigations in physics that would require too much time and experience for the novice to attempt; these have been wisely omitted, and the amount of accuracy required adapted to the progress of the student. Teachers will find the author's directions in regard to the method of work convenient and serviceable, but of course there is much detail about which they must be governed by their means and the circumstances in which they are placed. Each experiment is numbered and a list of apparatus, most of which may be cheaply and easily obtained, is given. The illustrations, scattered profusely through the book, will greatly aid in understanding the experiments.

BESSIE BRADFORD'S PRIZE. By Joanna H. Mathews. Illustrated by W. St. John Harper. New York: Frederick A. Stokes Company. 286 pp. \$1.25.

The present volume is the third of a series of sequels to the famous "Bessie Books," which have now such a popularity among children. The author has developed a vein that is pleasing to most of the young folk. The characters in this story speak naturally and stand out with sufficient distinctness to arouse an interest, while there is a plot sufficiently defined for a tale of this kind. Many young people will be glad to accompany Bessie through some more of her experiences.

THE READER'S GUIDE IN ECONOMIC, SOCIAL AND POLITICAL SCIENCE. Edited by R. R. Bowker and George H. Iles. New York: The Society for Political Education, G. P. Putnam's Sons, publishing agents, 1891. 169 pp. Cloth, \$1.00; paper, 50 cents.

Political and social science is a field that has been well worked, as can be seen from the hundreds of pamphlets and books included in this very complete bibliography. Of course it represents all shades of opinion, so that on disputed points the student may choose those works that represent the different opinions and theories. The titles include not only the leading works of American and English authors, but those in French and German. In the preparation of the descriptive and critical notes appended to the principal titles, the editors were aided by twenty-six eminent educators and specialists. A feature of special value in the schools is the course of reading found on page 128. The courses of study in political science in the principal American colleges are also given. The lists of works are excellently classified and thoroughly indexed, adding greatly to the value of the book.

ARITHMETIC FOR SCHOOL. By the Rev. J. B. Lock, M. A. Edited and arranged by Charlotte Angus Scott, D. Sc., London and New York: Macmillan & Co., 1891. 338 pp. 70 cents.

Few and simple are the rules and definitions to be found in this arithmetic. The book was made on the plan of giving the pupil very little to memorize and much to do in the way of working out problems. This appears to be the most effectual way of learning arithmetic. The subjects treated are in the main those included in the ordinary text-book on numbers. The metric system has due consideration. The part devoted to that subject will be useful to a large class. One of the most noticeable features of the book is the use of diagrams to illustrate subjects that are usually somewhat difficult to understand without some such aid. For example, a simple square, a row of ten, a quadrangle of one hundred, and a cube of one thousand, illustrate the relative importance of two digits, in a decimal expression, where they are three decimal places apart. Mensuration is also made easier by use of the figures. Percentage, simple interest, compound interest, discount, and foreign exchange, a thorough knowledge of which is necessary in business, are

treated quite fully. The answers to the numerous problems cover many pages at the end of the book, which is neatly printed and substantially bound in cloth.

FROM COLONY TO COMMONWEALTH. Stories of the Revolutionary days in Boston. By Nina Moore Tiffany. Boston: Ginn & Co. 180 pp. 70 cents.

This book gives in language that may be readily understood by the child an account of events in and around Boston just before and during the Revolutionary war. From the vast results that have sprung from them, these have assumed great importance, and it is well for young Americans, therefore, to be thoroughly acquainted with them. The narratives include those of the Boston massacre, the Boston tea party, the battle of Lexington, Bunker Hill, the evacuation of Boston, etc. The volume is well provided with maps, illustrations, and notes, and will very pleasantly introduce a pupil to a knowledge of the great contest for liberty something over one hundred years ago. It is handsomely bound in cloth with a picture of a Minute man on the front cover.

IMMENSEE. Von Theodor Storm. With English notes and a German-English vocabulary. By Dr. Wilhelm Bernhardt. Boston: D. C. Heath & Co. 118 pp. 80 cents.

Storm is one of the most charming of German story tellers and "Immensee" is considered his best short production. In order to enable the student to enjoy this story to the full, the author has provided abundant notes and a vocabulary. The book may be used with or without a grammar, but it is probably better not to put too much stress on the grammar, as that hinders the enjoyment of the narrative. It is a welcome addition to the "Modern Language Series."

HOW TO WRITE A COMPOSITION. By S. A. Frost. New York: Dick & Fitzgerald. 178 pp.

In this little paper covered book we have a great many outlines of essays, beginning with easy subjects and by degrees bringing in those of a more difficult nature. These will help the young writer to form the habit of laying out his plan before beginning to write and thus avoid writing at random and hence ineffectually. A slavish adherence to the outlines here given, however, should be avoided.

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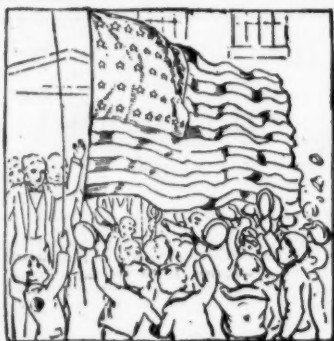
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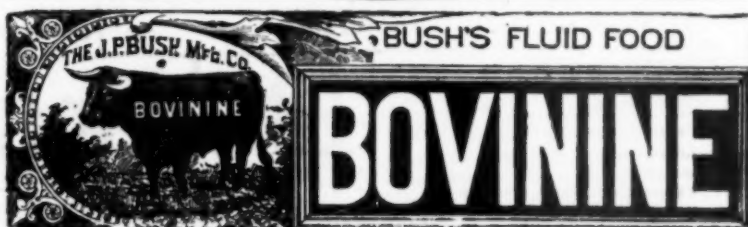
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